

Long Term English Curriculum Year 2

Year Group 2	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
<b>Topic/theme</b>	<b>History-</b> Fire of London <b>Science-</b> Humans	<b>Geography-</b> Oundle <b>Science-</b> Plastics	<b>History-</b> Kings and Queens <b>Science-</b> Plants	<b>History-</b> Kings and Queens <b>Science-</b> Living things and their habitats	<b>Geography-</b> The World <b>Science-</b> Growing up	<b>Geography-</b> Kenya <b>Science-</b> Bulbs and seeds
<b>Class Reader and author</b>	<b>The BFG-</b> Roald Dahl		<b>The Boy Who Grew Dragons-</b> Andy Shepherd		<b>Around the World in Eighty Days-</b> Antonis Papatheodoulou	
<b>Stimuli for writing</b> <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham Variety of poems about fire of London	The Great Big Enormous Turnip (Picture Mammoth)- Alexei Tolstoy and Helen Oxenbury	Rumpelstiltskin- Paul O Zelinsky	The Egg- M.P Robertson Tell Me a Dragon -Jackie Morris	Around the World in Eighty Days (Jules Verne's Adventure Stories) Antonis Papatheodoulou (Author)	The Disguising Sandwich- Gareth Edwards
<b>Writing Model/ outcome</b> <b>Approx. 80</b> Short paragraph/s entertain inform persuadediscuss  <i>Narrative/ Non-Fiction/ Poetry</i>	(All time tool Kit-SPAG) <b>Poetry</b> Senses poem- Heard it in the playground <b>Narrative</b> – Setting description Vlad and the Great Fire of London-story tell	<b>Non-Fiction</b> -Recount  <b>Narrative-</b> Stories with recurring literary Language – The gigantic Turnip	<b>Narrative</b> Character description Traditional Tales - Rumpelstiltskin	<b>Non fiction</b> The Egg- M.P Robertson – Non Chronological report  <b>Poetry</b> Vocabulary building Tell me a Dragon-Jackie Morris	<b>Narrative</b> Traditional Tale – Around the world in 80 days  <b>Non-Fiction</b> Recount of Science trip	<b>Non-Fiction</b> Instructions for cooking Explanation-The Disgusting Sandwich  <b>Narrative</b> Story- The Disgusting Sandwich

**GPS to be focused on in model texts ( add selected to Unit Cover page)**

<b>Word Structure</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>	<b>Terminology for children</b>
Formation of nouns using suffixes such as —ness, —er  Formation of adjectives using suffixes such as —full —less (A fuller list of suffixes can be found in the spelling annex.)  Use of the suffixes —er and —est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)  Sentences with different forms: statement, question, exclamation, command	The consistent use of present tense versus past tense throughout texts  Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark contracted forms in spelling	singular, plural, question mark, exclamation mark  verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

**Short Burst Writing/ Writing for pleasure.** (At least 3 x per week)

**Sentences and handwriting practice** (At least 3x a week. Little W will be followed for handwriting patter)

**Writing skills/ Outcomes ( also see Gov Statements)**

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<p><b>WT</b> <b>Edit with prompting and support</b></p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• demarcate some sentences with capital letters and full stops</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell some common exception words*</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul>	<p><b>EXP</b> <b>Edit with prompting and support</b></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words*</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>GDS</b> <b>Edit with prompting and support</b></p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• use the punctuation taught at key stage 1 mostly correctly^</li> <li>• spell most common exception words*</li> <li>• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>• use the diagonal and horizontal strokes needed to join some letters.</li> </ul>
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### Progressive skills for Different Genres

#### Narrative – purpose/ skills

##### Telling stories; Writing

☑ Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using imprecise language; dramatise parts of own or familiar stories and perform to class or group.

☑ Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting Story structure; ☑ Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about what happens next in a particular order by looking at characters’ actions and their consequences.

Viewpoint: author; ☑ Begin to understand elements of an author’s style, e.g. books about the same character or common themes;

☑ Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice Character & Dialogue; that characters can change during the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. *sighed, shouted, joked*.

Setting ☑ Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.

#### Non-Fiction-Purpose/skills

##### Recount – progression Yr1/2

☑ Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.

☑ Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when*.

☑ Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.

##### Instructions

As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game ☑ statement of purpose, list of materials or ingredients, sequential steps,

☑ direct/imperative language- put, mix, pour, get

☑ use of adjectives and adverbs limited to giving essential information

☑ emotive/value-laden language not generally used

#### Poetry- Purpose /skills

experiment with alliteration to create humorous and surprising combinations;

make adventurous word choices to describe closely observed experiences;

create a pattern or shape on the page; use simple repeating phrases or lines as models